

REVISED APPLICATION: April 28, 2006

***2005-2006 No Child Left Behind - Blue Ribbon Schools
Program***

U.S. Department of Education

Cover Sheet

Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Charter

Name of Principal: Mrs. Micki Wesley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name: Petrolia Elementary School

(As it should appear in the official records)

School Mailing Address: PO. Box 176, 601 S. Prairie Street

Mailing address

Petrolia,

Texas

76377

City

State

Zip Code

County : Clay State School Code Number: 039903

Telephone (940) 524-3212

Fax (940) 524-3608

Website/URL www.esc9.net/petrolia

E-mail micki.wesley@esc9.net

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date January 31, 2006

(Principal's Signature)

Name of Superintendent: Mr. Derrith Welch

District Name: Petrolia ISD

Tel. (940) 524-3555

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date January 31, 2006

(Superintendent's Signature)

Name of School Board

President/Chairperson: Mr. Mike Tucker

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date January 31, 2006

(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2005-2006 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 2000 and has not received the 2003, 2004, or 2005 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:

1	Elementary schools
0	Middle schools
1	Junior high schools
1	High schools
	Other
3	TOTAL

2. District Per Pupil Expenditure: \$3,320

Average State Per Pupil Expenditure:	\$8,916
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SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

<input type="checkbox"/>	Urban or large central city
<input type="checkbox"/>	Suburban school with characteristics typical of an urban area
<input type="checkbox"/>	Suburban
<input type="checkbox"/>	Small city or town in a rural area
<input checked="" type="checkbox"/>	Rural

4. 3 Number of years the principal has been in her/his position at this school.

_____	If fewer than three years, how long was the previous principal at this school?
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5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	6	9	15	7			
K	21	16	37	8			
1	10	9	19	9			
2	20	12	32	10			
3	16	14	30	11			
4	14	16	30	12			
5	13	17	30	Other			
6							
TOTAL STUDENTS IN THE APPLYING SCHOOL →							193

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- | | |
|------------|----------------------------------|
| 87 | % White |
| 0 | % Black or African American |
| 10 | % Hispanic or Latino |
| 0 | % Asian/Pacific Islander |
| 3 | % American Indian/Alaskan Native |
| 100 | Total |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 18 %

[This rate should be calculated using the grid below. The answer to (6) is the mobility rate.]

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	38
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)]	38
(4)	Total number of students in the school as of October 1	215
(5)	Total transferred students in row (3) divided by total students in row (4)	.0176
(6)	Amount in row (5) multiplied by 100	17.6

8. Limited English Proficient students in the school: 0 %
1 Total Number Limited English Proficient
 Number of languages represented: 2
 Specify languages: English and Spanish

9. Students eligible for free/reduced-priced meals: 48 %
 Total number students who qualify: 115

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %
31 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>3</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>7</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>15</u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>18</u>	<u> </u>
Special resource teachers/specialists	<u>1</u>	<u> </u>
Paraprofessionals	<u>8</u>	<u> </u>
Support staff	<u> </u>	<u>2</u>
Total number	<u>28</u>	<u>2</u>

12. Average school student-“classroom teacher” ratio, that is, the number of students in the school divided by the FTE of classroom teachers: 14:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.

	2004-2005	2003-2004	2002-2003	2001-2002	2000-2001
Daily student attendance	96 %	97 %	97 %	97%	96 %
Daily teacher attendance	99 %	96 %	96 %	96 %	96 %
Teacher turnover rate	13 %	20 %	0 %	13 %	7 %
Student dropout rate (middle/high)	NA	NA	NA	NA	NA
Student drop-off rate (high school)	NA	NA	NA	NA	NA

PART III- SUMMARY

Petrolia Elementary is a small rural school located in Clay County, 20 miles north of Wichita Falls, Texas. We serve a population of students from three small communities covering a 50-mile radius. We are famous for our peach and pecan orchards and our district prides itself in winning the 2002 Class A State Football Championship. We are most proud of the academic achievements our school has accomplished. Last year Petrolia Elementary was the only campus in Clay County that received the “Recognized” rating from the Texas Education Agency. This year we received Gold Performance Acknowledgements for our Commended Performances on the Mathematics test and our Comparable Improvement in Reading / ELA and Mathematics. Many of our parents commute to work in Wichita Falls daily, but choose to send their children to school in Petrolia because of our small town atmosphere. We have many students that transfer into our district because they want to be a part of a small school that offers tremendous learning opportunities. We are fortunate to have a supportive, close-knit community, which everyone seems to know everyone else and shares a commitment to educational excellence.

Petrolia Elementary is a school-wide Title I school serving a population of 200 students in grades pre-kindergarten through fifth. We also house the local Head Start program on our campus. Our staff utilizes the Effective School Correlates to provide every student with the highest learning opportunity possible. It is our school mission to prepare each of our students with the necessary skills to be productive citizens. Teachers take a great deal of time getting to know each student on an individual basis. Teachers monitor student progress daily and provide frequent feedback to students and parents. This close monitoring of student progress helps our staff to quickly identify weaknesses and adjust instruction to meet student needs.

Students come first at Petrolia Elementary. Administrators, teachers, and parents continually work to focus on student needs and strive to meet those needs whether they are academic or emotional. Through continual staff development, our teachers stay abreast of current research data and teaching strategies. Our school counselor meets with students individually when they are struggling, as well as providing whole-class lessons concerning character education. The Petrolia Board of Trustees is also aware of the ever-changing needs of our students and strives to provide the necessary support to help make our school successful. It is our goal to keep our curriculum and technology updated, so that we are able to provide our students with the necessary skills to be successful after graduation.

At Petrolia Elementary, it is also our goal to provide a safe atmosphere where students are encouraged to accept challenges and know that they will be supported by their teachers and classmates. Our students enjoy a small class size, as well as the opportunity for accelerated instruction. A challenging curriculum is enhanced by small group instruction. Accelerated instruction is provided daily in Mathematics and Reading / Language Arts. We also hold tutorials for students before and after school. Beginning the second semester of the school year, we operate a second bus route for students who need to stay for tutorials but do not have transportation home. This attention to individual student needs has resulted in academic success.

We enjoy celebrating student success with student assemblies, participating in reading programs, such as Book It, Six Hour Reading Club, and Accelerated Reader. We recognize respectful behavior through our Principal’s 100 Club. We believe this supports our school mission by teaching students life-lessons they will carry with them in every aspect of their adulthood. We try to instill a work ethic and love of learning that will make them productive citizens when they graduate. Students enjoy a wide variety of motivational tools that are used daily in the classroom and campus-wide.

It takes a continuous improvement effort from all stakeholders to make a successful school. We believe that all our students will achieve our high expectations if they are given the necessary tools and provided with the necessary support. We believe the key to success is our attention to details, which makes Petrolia Elementary a great place to learn!

1. ASSESSMENT RESULTS

At Petrolia Elementary, we have a clearly defined goal to continuously improve student performance. In order to accomplish this goal, Petrolia Elementary is dedicated to closing the achievement gap. It is this clear and focused mission of preparing students to be productive citizens that has earned Petrolia the Gold Performance Acknowledgements on the Texas Assessment of Knowledge and Skills (TAKS) in Mathematics and Reading/ Language Arts. Our campus was given a “Recognized” rating from the Texas Education Agency (TEA) for our high scores. Gold Performance Acknowledgements are presented to schools that have at least 20% of the class meeting the Commended Performance standard. Comparable Improvement recognition is presented to classes in the Top Quartile in each category. We have also maintained high student attendance ranging from 96% to 97% over the past five years.

The State of Texas implemented a new accountability assessment during the 2002-2003 school year, the TAKS. State officials predicted a lower passing rate due to the more rigorous test. Petrolia Elementary rose to the challenge and immediately began adjusting instruction to meet the demands of the new assessment. Through the use of vertical curriculum alignment, we prepared our students to meet the demands of a more challenging curriculum and tests. Our teachers continued to focus on small group instruction and provided frequent feedback to parents and students concerning progress.

As a result of our commitment to excellence, our 3rd grade students improved from a 78% passing rate in 2002 on the less stringent Texas Assessment of Academic Skills (TAAS) test to a 94% passing rate on the more difficult TAKS test in 2003 on the Reading assessment. Our 3rd grade students continued to improve each year on the TAKS test. Last year, we achieved a 100% passing rate for 3rd grade. Not only have our passing rates improved, but our percentage of “Commended Performance” students has increased from 3% in 2003 to 31% in 2005. Commended Performance is the highest performance level set by the State Board of Education on the TAKS. Students who achieve Commended Performance have performed at a level that is considerably above the state passing standard and have shown a thorough understanding of the knowledge and skills at the grade level tested. Our 3rd grade students also performed extremely well on the Math assessment. In 2002, the 3rd graders had a 57% passing rate on the TAAS, and in 2003 and 2005, they achieved a 100% passing rate.

Not only do we pride ourselves on our 3rd grade performance, but our 4th graders also met and exceeded the challenge. The 4th grade students made a dramatic improvement from a passing rate on the Math TAKS of 78% in 2003 to a 100% passing rate on the Math TAKS in 2005. Our percentage of Commended Performance in 2003 was only 5%, compared to 39% in 2005. Our 4th grade scores continue to surpass the scores of their counterparts across the state.

In addition, our 5th grade students performed quite well on the TAKS. This past year we had a 100% passing rate on the Math TAKS with a whopping 44% of students Commended Performance. This is an outstanding accomplishment considering the state scores were only 80% passing. In 2005, the State of Texas raised the bar by requiring all 3rd and 5th graders to pass the Reading TAKS before being promoted to the next grade level. Texas 5th grade students are also required to pass the Math TAKS before being promoted.

These accomplishments, which can be accessed at, www.tea.state.tx.us/students.assessment/taks/standards are the pride of our students and staff. We try to instill the value of a good work ethic in our students at a very young age so they learn to appreciate the rewards of hard work. It is our goal that these life lessons, and a solid academic background will provide our students with the necessary skills to be successful, productive citizens.

2. USING ASSESSMENT RESULTS

Disaggregating assessment data is an important part of individualized instruction to meet student needs. In August, our faculty receives the assessment data from our state TAKS test. At that time faculty and staff look for trends in the data from year-to-year and determine our strengths and weaknesses. Teachers at each grade level develop a curriculum plan that will enhance our strengths and overcome our weaknesses.

During the school year, we use many tools for ongoing assessments. Our K-3rd graders take the Texas Primary Reading Inventory (TPRI), while pre-kindergarten students take the Developmental Indicators for the Assessment of Learning 3rd edition, (DIAL III). Each week, students are assessed through the use of reading records and weekly math tests. The results of these assessments are communicated to parents and students regularly.

Through the use of frequent assessments, the staff is able to quickly determine a student's weakness and target that area so that he does not continue to lag behind. Students who are experiencing difficulties in reading or math are given an extra 30 minutes of accelerated instruction daily. Accelerated instruction is provided in a small group setting so that student needs are very specifically targeted. As soon as the student has learned the skill, he is exited from the accelerated instruction program.

All teachers at Petrolia Elementary were trained in the Balanced Literacy program. This program incorporates the use of daily guided reading. Along with guided reading, teachers take reading records, which determine specific mistakes the students is making during the reading. This data allows a teacher to analyze student progress move the student along the learning continuum at his/her own progress rather than being pushed too fast or held behind due to his/her classmates' abilities.

We believe that benchmark testing is extremely important when planning curriculum. Therefore, we benchmark test our students in grades 3-5 a minimum of three times before the actual TAKS test is administered. This testing not only gives students and parents a clear understanding of what needs to be accomplished before the actual TAKS, but also provides the teacher with accurate data to use when planning for instruction. We truly believe in preparing our students for the TAKS test so that they feel comfortable with the actual test. The use of this assessment of data has proven to be a key to our success.

3. COMMUNICATING ASSESSMENT RESULTS

Keeping an accurate record of student progress is an essential part of our success. We monitor student progress weekly through our reading and math programs. Keeping our students and parents informed with timely, accurate information has helped us build support between the school and home.

We send home progress reports every three weeks. These reports inform parents and students of their grades for each subject. We also contact parents by phone when students seem to be struggling. Many times, just a little extra support will help the student overcome the weakness quickly. This results in keeping all students on track and progressing in a timely manner toward curriculum goals.

Our county newspaper recognizes our students who made the A or AB Honor Roll by publishing their names in the paper. Our state testing results are also published in the newspaper. Last year, our campus was the only campus in Clay County to receive the "Recognized" rating from TEA. This accomplishment was published in the county newspaper, which made our community soar with pride. Additionally, student progress is reported monthly at the school board meeting so that our Board of Trustees stay informed concerning student needs and progress.

At the end of the first six-weeks grading period, we hold mandatory parent-teacher

conferences. At this time, teachers go over the expectations for the students and give the parents helpful suggestions on how to help their child. Past test results are also discussed at this time. Parents commented that these conferences early in the year have given them a clear understanding of the goals and expectations for their child. This communication helps the home-school relationship tremendously.

Awards assemblies are held every six weeks to recognize students for their accomplishments. We recognize students for perfect attendance, A and AB Honor Roll, Accelerated Reading, and perfect conduct. We also started a program that recognizes students who get caught doing something good. This encourages positive behavior.

We celebrate the year's accomplishments with an end of the year bash. Students are treated to outdoor games and activities, and parents are encouraged to come join the fun. Students and teachers look forward to celebrating their end of the year and the many accomplishments.

4. SHARING SUCCESS

Petrolia Elementary has many recent successes to celebrate and share with our community and surrounding school districts. Being in a rural area, we have a very diverse staff, who bring with them a wealth of knowledge and practices from other districts. This helped our teachers develop a curiosity to explore other programs and implement them in our building.

Our Campus Improvement Team is always looking at campus strengths and weaknesses to focus on for each school year. We visited many other campuses and been able to implement programs that have proven to support our own programs and add to our students' success.

Our staff attends numerous workshops through our Regional Service Center, where they are able to share our successes informally with other teachers and principals.

In sharing our success with the community, we periodically hold assemblies to honor students for their academic, attendance, and extra curricular achievements. Parents and community members are invited to attend all assemblies. The local newspaper is also very supportive in publishing the accomplishments of our students at Petrolia Elementary.

It is our goal to continue our open-door policy of communicating our successes to other school districts and our community members through publishing successes in our county newspaper and on our local website at www.esc9.net/petrolia.

PART V – 1. CURRICULUM

The State of Texas provides school districts with a set of state-developed learning objectives for each grade level, Texas Essential Knowledge and Skills (TEKS). These objectives were developed by Texas educators and are assessed by the Texas Assessment of Knowledge and Skills (TAKS). This curriculum provides the foundation of learning at Petrolia Elementary. Teachers also supplement the TEKS with many other research-based techniques and materials. We use state-adopted textbooks, which have been aligned with the TEKS curriculum. Supplemental materials are purchased by our school district to help enhance and support the curriculum. Texas students are held accountable for mastering these objectives by Texas law.

The goal of the mathematics curriculum at Petrolia Elementary is to provide students with the necessary skills to pass the TAKS test. Petrolia Elementary has adopted the Saxon Math curriculum, which provides students with objectives that are reviewed and tested weekly. New concepts are introduced in a very consistent manner, spiraling as they develop and introduce more complex skills. Daily lessons include whole group and individual components. Saxon Math keeps parents involved in the learning process by including a short homework assignment each night. To ensure the mastery of newly-learned, as well as the retention of previously taught concepts, assessments are administered weekly. Skills that need focused remediation will be reinforced through daily targeted practice along with morning and after school tutorials. This curriculum is supplemented by Sleek Tutor It software. These supplemental resources are used to target TAKS objectives, familiarize the students with the testing format, and to build endurance and confidence.

The language arts goal is a balance literacy approach. This program incorporates eight components of the reading and writing curriculum, which provides students with a wealth of opportunities to master new concepts. Guided reading is the engine that drives this curriculum. The guided reading gives teachers insight into the child's growth and reading development. It also provides an opportunity for the child to progress at his or her own rate until our high expectations are met.

Petrolia's science goal recognizes the importance of an effective elementary science program. Teachers are encouraged to extend their lessons through hands-on lab experiences. Science materials are available from our Regional Education Service Center as well as our 5th grade science teacher. Fifth grade teachers use research-based programs to prepare our students for the TAKS, as well as supplemental materials from Step Up to TAKS, TAKS Coach, the Activities Integrating Math and Science (AIMS), and the Great Explorations in Math and Science (GEMS) curriculum. Lab activities are enhanced by using the Full Option Science System, (FOSS) science lab kits and Bridging the TAKS program. Our 5th grade science teacher is a member of the Region Nine Science Collaborative and as a mentor teacher she has received a \$1,000 grant to purchase science materials for the 5th grade class.

The social studies goal at Petrolia is to instill a sense of respect and understanding for others, and to teach our students about the history of this great state and country. Our state-adopted texts are aligned with this goal by teaching the basics of neighborhood and community living, to developing an understanding of the world we live in. Many of these objectives are taught across the curriculum with the language arts objectives.

The fine arts goal at Petrolia is to provide students with an appreciation for art and music. Petrolia is one of the few small rural school districts that can boast about having two highly qualified music teachers. Students perform at our Parent-Teacher-Community-Organization (PTCO) meetings, Grandparent's Day, and Veteran's Day programs. We also have an annual Christmas program that involves all students in grades pre-kindergarten through 5th. This is a huge community event that draws a large crowd annually.

2a. READING

Reading is a critical subject for all students. At Petrolia Elementary we believe that every child must be a fluent reader to be able to achieve their life goals. For this reason, we have very high standards and expectations for our students. Our school takes a balanced literacy approach to reading, which allows for a balance between the more traditional phonics-based programs and the whole language theory. We have found that it is this balance that gives our students the tools they need to become fluent readers.

The balanced literacy program includes an assessment piece that determines children's individual reading level. This allows for individualized instruction, which is provided in a small group setting. This allows students to realize their own successes early on and encourages them to keep working to meet their individual goals. Primary students focus on decoding skills, phonemic awareness, and comprehension skills. With this critical foundation in place, intermediate students can master high-level thinking skills, such as the critical analysis of literature.

Our students enjoy participating in our A.R. program, which provides a taste of competition with themselves and their classmates. Students develop individual reading goals, and are recognized as they achieve these goals. We place student's names on our A.R. Achievement Wall as they reach each level. At the end of the year, we recognize reading achievement with an end-of-year celebration.

3. TECHNOLOGY CURRICULUM

Today's society places an enormous emphasis on technology-based careers. At Petrolia Elementary, we feel that students need to be introduced to computers at an early age. We spend a large portion of our budget each year keeping our technology upgraded and running smoothly. Each classroom has access to our computer lab, as well as computers in their classrooms. We have a teacher that works with classes using various technology to improve student learning at all grade levels.

Students learn typing skill, and how to access the Internet for research purposes. The students are closely monitored to ensure that they know how to search safely for the information they are seeking. Parent permission is required before any student has access to the Internet. We also utilize the computer lab to enhance learning for the TAKS tests through supplemental research-based programs such as Sleek Tutor IT software and educational Internet sites.

Students are encouraged to type their own writing at the publishing stage of the writing process. In doing so, our students become familiar with Microsoft Word and the various tools available to help with editing and writing.

Keeping our technology program updated allows us to not only teach the TEKS more effectively, but it also strengthens cross-curricular skills. Students are learning using hands-on resources and they are having fun at the same time.

4. INSTRUCTIONAL METHODS

Teachers at Petrolia Elementary are well versed in instructional methods. We understand that children learn through many modalities, and our teachers strive to vary their instructional methods so that all learning styles are utilized. Students benefit from these practices because they maximize their learning potential. We take a “no excuses” approach to achieving student success.

Early detection and intervention of learning difficulties is a key to modifying and adapting instruction to meet the individual needs of our students. The Texas Primary Reading Inventory (TPRI) is a diagnostic test, which is administered three times per year to all 1st through 3rd grade students and twice a year to all kindergarten students. This test is used to identify reading difficulties in graphophonemic knowledge, phonemic awareness, comprehension, and fluency. Students that are considered “still developing” in one or more of these areas are placed in an accelerated reading program. Students receive specific intervention for their areas of need. This same strategy is utilized in our mathematics program. Diagnostic tests are given to students to identify areas of need. Students then attend our Math Lab for one-on-one or small group instruction until the achievement gap is closed.

Petrolia elementary also has the Peer Assistant Leadership Service (PALS) program, which utilizes high school students to mentor elementary students. Elementary students are paired with a PALS member for mentoring. This program benefits both the young and older students by developing a bond that helps to fill the achievement gap by providing individual attention.

The staff works diligently to make sure that students are provided as much support as needed to make sure that all areas of development are met. This is why we say, Petrolia is a great place to learn!

5. PROFESSIONAL DEVELOPMENT

Professional development is a key ingredient to the continuous school improvement process. Teachers at Petrolia Elementary realize the importance of staying abreast of new teaching techniques and current data. We have ten days of staff development each year. Teachers also have the opportunity to attend training at our Regional Service Center during the year. Each year, the elementary staff focuses on an area of the curriculum that needs to be strengthened. For example, two years ago we focused on reorganizing our reading program. We brought in consultants from other districts to work with our staff on developing a new reading/ language arts program. During that year we also visited another campus in a neighboring community to observe teachers in the classroom to gain strategies we could use. This activity was very beneficial to the staff because it allowed them the opportunity to “get out of their own comfort zone” and explore other teaching styles.

The next year, we focused our attention on our math curriculum. Again, we invited consultants from the Saxon Math company to come to our campus and work with our staff to strengthen and update the math curriculum. This workshop gave our teachers an opportunity to ask very specific questions about areas of the Saxon curriculum with which they were struggling. Not only did the consultants address concerns, but they also provided updated materials and other Internet resources that teachers could utilize.

This year, our academic focus has been on strengthening the writing curriculum. Last summer we asked teachers from a neighboring district to present the Writing Academy curriculum to us. Through this writing workshop, teachers were able to share professional development strategies and learn new ways of presenting concepts to students.

Each year we have seen an improvement in our test scores. We attribute this achievement to our continuous improvement process. Our high expectations for our students keep the faculty motivated to improve the instructional methods we use. At Petrolia Elementary we are committed to excellence!

No Child Left Behind - Blue Ribbon School
Grade 3 Reading (Language Arts or English)

Subject Reading Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Mar.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100	97	94
% At Commended Performance	31	39	3
Number of students tested	26	30	40
Percent of total students tested	99	99	100
Number of students alternatively assessed	2	2	3
Percent of students alternatively assessed	1	1	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	91	86
% At Commended Performance	19	35	2
Number of Students Tested	16	15	20
2. African American			
% At or Above Met Standard	0	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	1	0
3. White			
% At or Above Met Standard	100	100	91
% At Commended Performance	38	39	9
Number of Students Tested	21	27	37
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	5	5	3

Student Success Initiative

Enacted by the 76th Texas Legislature in 1999, the Student Success Initiative (SSI) grade advancement requirements apply to the Grade 3 reading test and the Grade 5 reading and mathematics tests. The SSI requirements will be phased in for the Grade 8 reading and mathematics tests beginning in the 2007-2008 school year. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs. A number of materials have been developed to help schools implement the SSI grade advancement requirements. These materials are available at www.tea.state.tx.us/student.assessment.

No Child Left Behind - Blue Ribbon School
Grade 3 Mathematics

Subject Math Grade 3

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Mar.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100	90	100
% At Commended Performance	20	34	3
Number of students tested	25	29	32
Percent of total students tested	100	100	100
Number of students alternatively assessed	0	0	1
Percent of students alternatively assessed	2	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	77	100
% At Commended Performance	19	23	0
Number of Students Tested	16	13	16
2. African American			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	0	1
3. White			
% At or Above Met Standard	100	88	100
% At Commended Performance	20	36	4
Number of Students Tested	20	25	26
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	5	2	5

Student Success Initiative

Enacted by the 76th Texas Legislature in 1999, the Student Success Initiative (SSI) grade advancement requirements apply to the Grade 3 reading test and the Grade 5 reading and mathematics tests. The SSI requirements will be phased in for the Grade 8 reading and mathematics tests beginning in the 2007-2008 school year. As specified by these requirements, a student may advance to the next grade level only by passing these tests or by unanimous decision of his or her grade placement committee that the student is likely to perform at grade level after additional instruction.

The goal of the SSI is to ensure that all students receive the instruction and support they need to be academically successful in reading and mathematics. This effort depends greatly on schools, parents, and community members working in partnership to meet individual student needs. A number of materials have been developed to help schools implement the SSI grade advancement requirements. These materials are available at www.tea.state.tx.us/student.assessment.

No Child Left Behind - Blue Ribbon School
Grade 4 Reading (Language Arts or English)

Subject Reading Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Mar.	Apr.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	77	88	78
% At Commended Performance	33	6	8
Number of students tested	30	32	40
Percent of total students tested	99	100	100
Number of students alternatively assessed	2	0	3
Percent of students alternatively assessed	1	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	75	100	100
% At Commended Performance	33	0	5
Number of Students Tested	12	15	20
2. African American			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	0	1	0
3. White			
% At or Above Met Standard	80	89	78
% At Commended Performance	32	7	8
Number of Students Tested	25	27	37
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	3	4	3

Student Success Initiative

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No Child Left Behind - Blue Ribbon School
Grade 4 Mathematics

Subject Math Grade 4

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Mar.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	96	79	78
% At Commended Performance	39	3	5
Number of students tested	28	34	41
Percent of total students tested	99	100	100
Number of students alternatively assessed	2	0	0
Percent of students alternatively assessed	1	0	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	90	75	68
% At Commended Performance	10	0	5
Number of Students Tested	10	16	19
2. African American			
% At or Above Met Standard	NA	NA	NA
At Commended Performance	NA	NA	NA
Number of Students Tested	2	1	0
3. White			
% At or Above Met Standard	96	79	81
% At Commended Performance	48	4	5
Number of Students Tested	23	28	37
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	3	5	3

Student Success Initiative

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No Child Left Behind - Blue Ribbon School
Grade 5 Reading (Language Arts or English)

Subject Reading Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Feb.	Mar.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	>99	86	85
% At Commended Performance	18	26	19
Number of students tested	34	42	27
Percent of total students tested	99	97	100
Number of students alternatively assessed	1	3	0
Percent of students alternatively assessed	0	1	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	>99	81	78
% At Commended Performance	10	19	22
Number of Students Tested	21	16	9
2. African American			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	1	0	0
3. White			
% At or Above Met Standard	>99	87	87
% At Commended Performance	18	28	17
Number of Students Tested	28	39	23
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	5	3	4

Student Success Initiative

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No Child Left Behind - Blue Ribbon School
Grade 5 Mathematics

Subject Math Grade 5

Test Texas Assessment of Knowledge and Skills

Edition/Publication Year 2004-05

Publisher Texas Education Agency

State Tests

	2004-2005	2003-2004	2002-2003
Testing month	Apr.	Mar.	Apr.
SCHOOL SCORES			
% At or Above Met Standard	100	79	81
% At Commended Performance	44	19	7
Number of students tested	34	42	27
Percent of total students tested	100	97	100
Number of students alternatively assessed	1	3	0
Percent of students alternatively assessed	0	1	0
SUBGROUP SCORES			
1. Economically Disadvantaged			
% At or Above Met Standard	100	80	78
% At Commended Performance	37	13	0
Number of Students Tested	19	15	9
2. African American			
% At or Above Met Standard	0	0	0
At Commended Performance	0	0	0
Number of Students Tested	0	0	0
3. White			
% At or Above Met Standard	100	79	83
% At Commended Performance	46	21	9
Number of Students Tested	28	38	23
4. Hispanic			
% At or Above Met Standard	NA	NA	NA
% At Commended Performance	NA	NA	NA
Number of Students Tested	5	3	4

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